

OPEN EDUCATIONAL RESOURCES (OER) AND OPEN PEDAGOGY:

USING OPEN SOURCE TECHNOLOGY TO
WORK WITH STUDENTS AND FACULTY TO
CREATE BETTER ASSIGNMENTS



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WEBINAR OF THIS PRESENTATION:

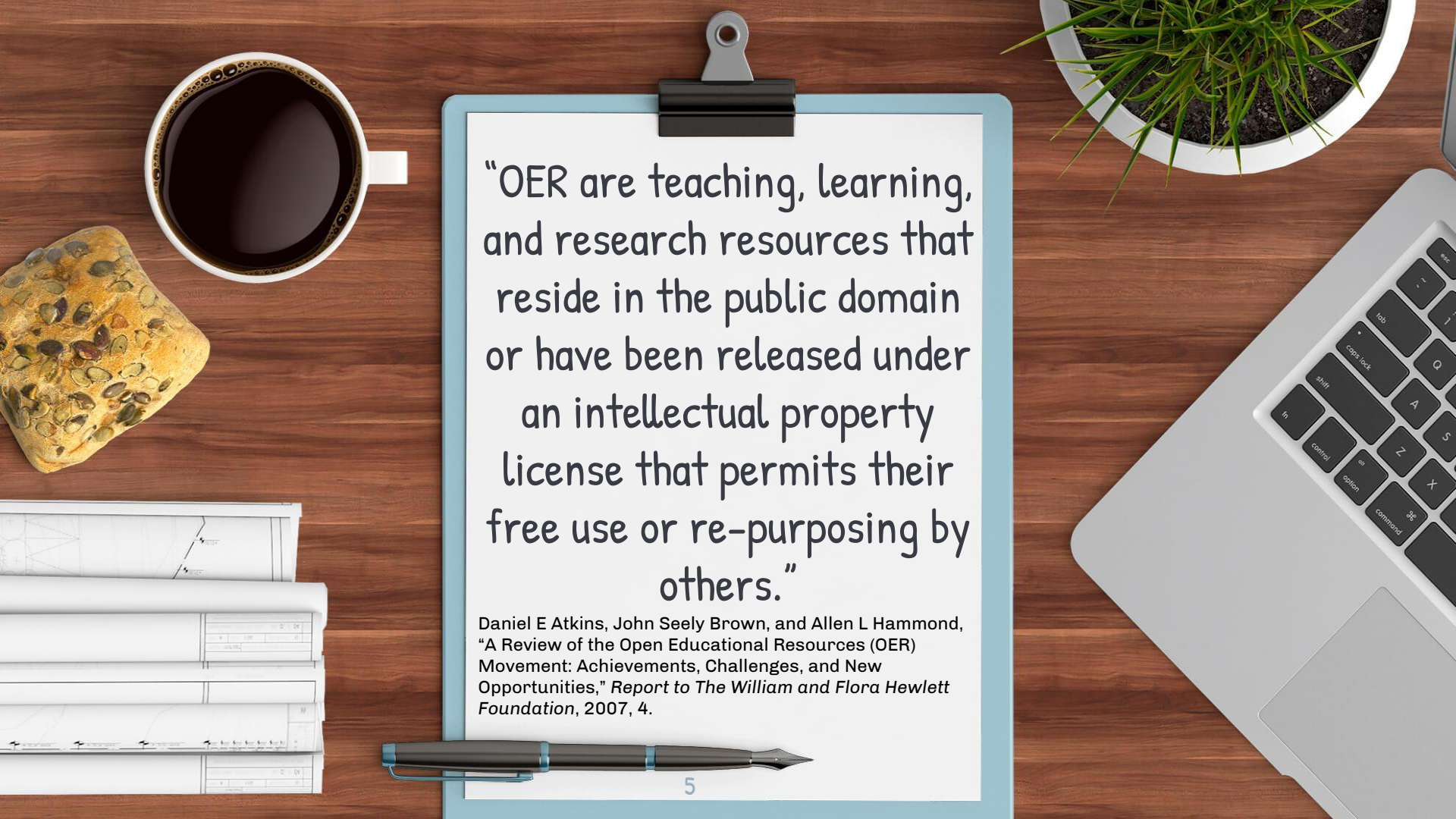
<https://youtu.be/kcpTpND-XwQ>



1.

OPEN EDUCATIONAL RESOURCES (OER)

Let's start with talking about OER



"OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others."

Daniel E Atkins, John Seely Brown, and Allen L Hammond, "A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges, and New Opportunities," *Report to The William and Flora Hewlett Foundation*, 2007, 4.

5Rs OF OPENNESS

- > Retained
- > Reused
- > Revised
- > Remixed
- > Redistributed

David Wiley, iterating toward openness

OER REPOSITORIES:

- > [OpenStax](#)
- > [MERLOT](#)
- > [MIT Open Course Ware](#)
- > [Project CORA](#)
- > [BCcampus](#)
- > [OpenLearn](#)
- > [Open Textbooks](#)
- > [OER Commons](#)

There are many more, but these are some of the large ones.



2.

OPEN PEDAGOGY

Let's dive into Open Pedagogy!

DISPOSABLE ASSIGNMENTS

“These are assignments that students complain about doing and faculty complain about grading. They’re assignments that add no value to the world – after a student spends three hours creating it, a teacher spends 30 minutes grading it, and then the student throws it away.”

– David Wiley, What is Open Pedagogy?

A FAMILIAR SCENARIO: DISPOSABLE ASSIGNMENTS



[Icons from FlatIcon](#), image conception from [Open Pedagogy from the Library Perspective](#)

DISPOSABLE ASSIGNMENTS BY THE NUMBERS

- > 19.9 million US undergrads ⁽¹⁾
- > X 2 research papers per year ⁽²⁾
- > 39.8 million research papers per year
- > X 18 hours per paper (6 page research paper)

716,400,00 hours per year

1: <https://nces.ed.gov/fastfacts/display.asp?id=372>

2: <https://cte.rice.edu/workload>

DISPOSABLE ASSIGNMENTS

“What if we changed these disposable assignments into activities which actually add value to the world?”

– David Wiley, What is Open Pedagogy?



OPEN PEDAGOGY

- > Empowers students
- > Engage in information creation
- > Creators of information, information ownership
- > Collaboration, student agency, authentic audiences
- > Information privilege, sharing, need for privacy
- > Transformative educational experience

INSTRUCTORS, LIBRARIANS, STUDENTS

Creators

Users

Contributors

Information, visual,
and digital literacy



OPEN PEDAGOGY IN THE LIBRARY

One-Shots

Model open pedagogy by incorporating open source technology into your class work and online learning objects. Create active learning sessions using open source tools.

Course Integrated

Teaching a course or embedded in a course?
Create your information literacy assignments with an open pedagogy slant.



2. OPEN TOOLS & ASSIGNMENTS

Let's look at some open tech tools
that can help you create open
assignments

HYPOTHES.IS

Allows for teachers and students to annotate, comment, and highlight any web text, including a PDF through a free, open Chrome Extension.



on information privilege. - info- x +

informational.com/2014/12/01/on-information-privilege/

Apps Chrome ITC Community iSpartan UNCGenie Canvas UNCG Box MyCloud MS Office 365 BETA Canvas Canvas Test QM Rubric Workshop WebEx Login Teaching and Learn... Altmetric it

and slides) at the 2013 Digital Library Federation Forum in Austin – easily one of the most satisfying talks I’ve given to date. Grounding my argument was the idea that information (and all) privilege must be recognized and challenged by those working in libraries and allied fields as problematic, and used as a guiding principle in the design of resources and methods that combat the division between those who can and cannot access what we create and curate.

information privilege in practice

A powerful example of the importance of circumventing information *underprivilege* in my own career came in the form of a friend of friends who made an avocation of traveling around the country leading workshops on fermentation, with a profoundly evidence-based orientation to the work. He lived in an isolated rural location without recourse to the research base he needed to inform an ongoing writing project, and so reached out to librarians and others with the necessary credentials to help him secure obscure articles from back issues of scientific journals. This content would have translated to untold thousands of dollars if he had followed the traditional routes available to him, and if those contacted for off-the-grid support had not taken the time to do him a series of modest solids he would not have been able to produce this amazing, best-selling fermentation bible.

For the institutionally unaffiliated and indefatigably curious this is a commonplace scenario, and librarians and other information professionals are best equipped to shift the dynamic towards a freer flow of knowledge unattached to markers of access privilege. Who among us has not had a similar experience and responded in kind? Our responses take institutional as well as individual forms – consider Radical Reference, Creative Commons, the Open Access movement, and countless acts of community support and defiance that attempt to liberate constraints to informed inquiry in spite of the potential consequences.

Any type of information worker can examine this phenomenon and develop strategies to

Public

Annotations 27 Page Notes 1

bantjc16 Public Apr 3

reached out to librarians and others with the necessary credentials to help him secure obscure articles from back issues of scientific journals.

I forget how libraries have such a vast number of resources readily available for free use for students at Wake. For example, I needed to read a book during the summer to get credit for my study abroad internship, and I was able to find the book in the library (instead of paying \$20 for it on amazon) - as a business school student, that was the first time I had really used a library before.

lib100

thomsa15 Public (edited Apr 1) Apr 1

This content would have translated to untold thousands of dollars if he had followed the traditional routes available to him.

I have always wondered what makes these sources SO incredibly expensive....

lib100 LIB100

Show replies (2)

wingkm16 Public Apr 1

nd if those contacted for off-the-grid support had not taken the time to do him a series of modest solids he would not h: ... More

It seems like information privilege is highly associated with economic privilege.....

lib100

Show replies (3)

WIKIPEDIA

Can assign
students to edit
or contribute
articles, or host
an edit-a-thon.





WIKIPEDIA
The Free Encyclopedia

Main page
Contents
Featured content
Current events
Random article
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Wikipedia store

Interaction
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El Señor Presidente



From Wikipedia, the free encyclopedia

You have a new message (last change).

El Señor Presidente (***Mister President***) is a 1946 novel written in Spanish by Nobel Prize-winning Guatemalan writer and diplomat Miguel Ángel Asturias (1899–1974). A landmark text in Latin American literature, *El Señor Presidente* explores the nature of political dictatorship and its effects on society. Asturias makes early use of a literary technique now known as magic realism. One of the most notable works of the dictator novel genre, *El Señor Presidente* developed from an earlier Asturias short story, written to protest social injustice in the aftermath of a devastating earthquake in the author's home town.

Although *El Señor Presidente* does not explicitly identify its setting as early twentieth-century Guatemala, the novel's title character was inspired by the 1898–1920 presidency of Manuel Estrada Cabrera. Asturias began writing the novel in the 1920s and finished it in 1933, but the strict censorship policies of Guatemalan dictatorial governments delayed its publication for thirteen years.

The character of the President rarely appears in the story but Asturias creates a number of other characters to show the terrible effects of living under a dictatorship. His use of dream imagery, onomatopoeia, simile, and repetition of particular phrases, combined with a discontinuous structure, which consists of abrupt changes of style and viewpoint, springs from surrealist and ultraist influences. The style of *El Señor Presidente* influenced a generation of Latin American authors. The themes of Asturias's novel, such as the inability to tell reality apart from dreams, the power of the written word in the hands of authorities, and the alienation produced by tyranny, center around the experience of living under a dictatorship.

On its eventual publication in Mexico in 1946, *El Señor Presidente* quickly met with critical acclaim. In 1967, Asturias received the Nobel Prize in Literature for his entire body of work. This international acknowledgment was celebrated throughout Latin America, where it was seen as a recognition of the region's literature as a whole. Since then, *El Señor Presidente* has been adapted for the screen and theater.

Contents [hide]

- Background
- Plot summary
 - Part one
 - Part two
 - Part three
 - Epilogue
- Characters
 - Major characters
 - The President
 - Miguel Angel Face
 - General Eusebio Canales

El Señor Presidente

By Miguel Ángel Asturias
Translated by Frances Partridge
AWARDED THE NOBEL PRIZE FOR LITERATURE 1967

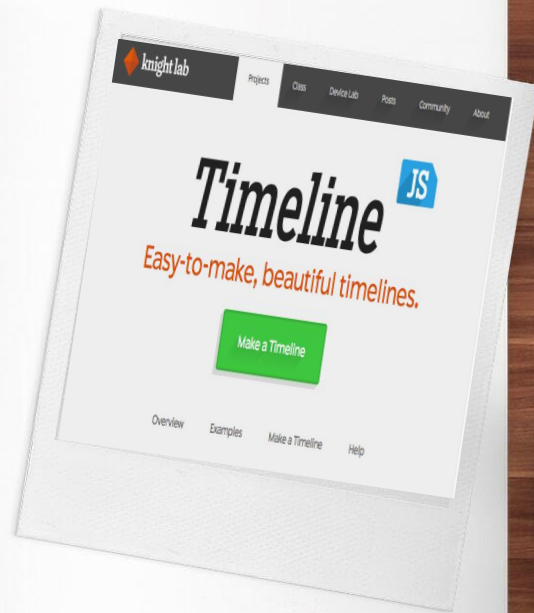


The cover of the English translation, from Macmillan Press

Author [Miguel Ángel Asturias](#)
Translator [Frances Partridge](#)
Country [Guatemala](#)
Language [Spanish](#)
Genre [Dictator novel](#)
Published 1946 (Costa-Amic)
1963 (in English)
Media type [Print \(Hardback & Paperback\)](#)
Pages 321 (first edition, hardback)

KNIGHT LAB AND TIMELINEJS

Knight Lab has a suite of digital storytelling tools that are open and easy to use. Timeline JS allows for students to create digital and visual timelines using Google Sheets.



WOMEN IN COMPUTING

In this sample timeline, we'll walk you through what TimelineJS can do by looking at some of the more important contributions women have made to computer science.



ADA LOVELACE



PRESSBOOKS

Create open,
accessible, and
free textbooks,
ebooks, or PDFs.



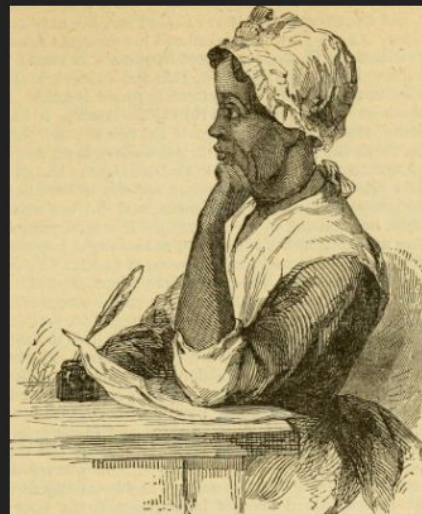
The Open Anthology of Earlier American Literature

Robin DeRosa



Creative Commons Attribution

READ BOOK



MORE OPEN TOOLS:

Leaflet

Mobile friendly, interactive, online maps used with JavaScript. Does require more coding, so probably better for graduate level course.

1945 History Map



H5P

Interactive, accessible, and open HTML5 (interactive) tutorials, videos, questions, and more.



New Google Sites

Any free website creation site could work for open pedagogy, but New Google Sites is free for anyone with a Google address, and easy to use.





CREATING ACCESSIBLE ONLINE LEARNING OBJECTS

- > Universal Design for Learning (UDL)
- > Accessibility and OER Materials
- > Flexible Learning for Open Education (FLOE)

Students, instructors, and librarians should learn to create and contribute accessible materials into open repositories.



OER AND OPEN PEDAGOGY TRAINING

- > Workshops with librarians, instructors, and graduate students on OER, copyright, and creative commons
- > Modeling open instruction and online object creation; contribute to OER repositories
- > Working with Instructional Technologist
- > Incorporate with OER grants at UNCG
- > LIS Department



PRESENTATION LINK:

<http://go.uncg.edu/openped>



THANKS!

Any questions?

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CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- > Presentation template by [SlidesCarnival](#)
- > Photographs by [Unsplash](#)
- > [Learning in the Open: Open Pedagogy from the Library Perspective by Kyle Denlinger, Amanda Foster Kaufman, Rebecca Peterson May, & Samantha Harlow](#)